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ABSTRACT

Focusing on writing as a way of learning subject matter, this paper describes two writing activities in an eighth grade social studies curriculum. First, the paper describes the use of the writing journal--its purposes, advantages, and format--and classroom activities in which students responded to such works as "Lord of the Flies" and "Animal Farm." Next, the paper discusses the collaboration between social studies and English classes, in which students read "David Copperfield," studied the age of industrialization (in Great Britain and the United States), and--through discussion and writing--learned about the relevant political and social issues. Appendixes contain guidelines, objectives, and student writing samples. (EL)

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WRITING ACROSS THE CURRICULUM

Strategies for Social Studies

NCTE Convention
Houston, Texas
March 29, 1985

Prepared and Presented
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CS 209 414

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Writing is fun! This is the premise that I begin with as I try to motivate, challenge and inspire my eighth grade Social Studies students to write and to adopt a positive attidude toward writing. To say that writing is "fun" does not negate the fact that for some students writing can be painfully difficult; it is a struggle for them; it requires their commitment; and it is much work. However, if a student comes to understand that writing is a way of learning subject matter; that writing does not only occur in the language arts class; that writing is a way of releasing one's feelings --- then, writing need not be a stressful situation.

Motivated by our district's staff development course entitled "Writing Across the Curriculum," I developed new teaching strategies for the writing segment of my curriculum. Currently, I am attempting to provide students with more opportunities for writing --- both free writing as well as structured writing. With the increased emphasis on writing, I hope that students can and will come to the realization that the more they write across the curriculum, the easier the words can and will flow.

Two of the new and challenging activites that I have added to my Social Studies curriculum are:

1. Journal writing

and

2. A closer collaboration with my team's

language arts teacher focusing on the writing process through integrated units.

JOURNAL WRITING:

My purpose in using the journal is to flesh out the students' ideas, to coax them to think, to have them learn while writing and to engage students in a process where they will respond to their peer's writing.

I use the journal as follows:

SEE: APPENDIX A

The advantages of having a student keep a journal are:

SEE: APPENDIX B

In setting up the students' journals, I use the following format:

1. Each student is required to have a bound composition book. In this way, all writings are "housed" in one place.

2. The journals are color-coded for each class with numbers from one to thirty or however many students are in the class.

3. Each student individually receives a color-coded number which is randomly given. The student now has a number identity so that when journalsare exchanged in class, the student responders are not conditioned by knowing to whose work they are responding.

4. If a student does not wish me to read a specific

entry or be graded for it, he may fold the page. However, at the end of the marking period, I require that students select a specific number of their entries for evaluation.

As part of my curriculum when teaching the concept of "Leadership," students read Orwell's Animal Farm and Golding's Lord of the Flies. There are frequent, sometimes daily, journal writes when students respond to the Study Questions that I distribute for each of the books.

As a culminating activity for Animal Farm, students are given a statement to which they are to respond. Examples of these statements are: "Animal Farm is not a fairy tale; it is a scary tale," or "Assume the identity of one of the animals on Animal Farm. Defend your actions."

The procedure for this activity is for the student to write the statement at the top of the journal page, fold the page in half, and then, on the left side, write the ideas that they think will answer the statement. At the end of ten to fifteen minutes, the journals are collected and re-distributed to different students, again randomly selected, who are to act as responders. The role of the responder is to first write his color-coded number at the top of the right column and then to add, delete, suggest, modify, correct and/or question the writer's ideas. This was the first exercise in which I required students to be writers as well as responders.

SEE: APPENDIX C

It is obvious that the comments are superficial and of little or no value to the original writer who may himself have been a "blocked" writer.

Another activity based on the reading of Animal Farm was one in which students could select a topic from a given list. They could select the mode of presentation whether it be a poem, play, filmstrip, narrative, drawing, cartoon, a comic strip, or a song with music and lyrics. The presentation of a drawing is a good activity, especially for ESL students who, despite their language barrier sometimes have an artistic talent. (I assign a student to assist the ESL students to help them to write the story line/ caption for the drawing.) Students enjoyed this project!

SEE: APPENDIX D

When we read Lord of the Flies, I,again, used the double-entry format of listing ideas and having a peer respond to them.

SEE: APPENDIX E

Notice the improvement in the quantity and quality of the comments on the part of the writer and the responder.

After the listing of ideas and responding, the students continued their writing by submitting a rough and then a final draft.

SEE: APPENDIX F

When we recently completed the unit on "The Progressive Movement" I used this same format as students assumed the role of a 1985 muckraker. At first, in class, we brainstormed topics about which a 1985 muckraker might write.

SEE: APPENDIX G

After brainstorming, students selected their topic and then began the listing of ideas followed by the peer responses.

SEE: APPENDIX H

It is clearly evident now that the two students are actively engaged in a meaningful dialogue. Neither student is offering the superficial comments which we saw earlier in the Animal Farm assignment.

With the unit on "Immigration" I am attempting to move the

SEE: APPENDIX I

student from the self-centered writing as in "Describe an experience in which you felt like a stranger in a foreign land" to the student who will progress to the very broad issues of the government's role in determining which newcomers we shall permit to enjoy "the promise of America," and when we shall permit them to enter the country. With these assignments, I am incorporating Barry Beyer's technique of first writing from the point of view of the individual (writings 1, 2, 3, 4), then from the viewpoint of the group (writings 5, 6) and lastly, from the point of view of the issues at stake (writings 7, 8).

COLLABORATION BETWEEN THE SOCIAL STUDIES AND ENGLISH DISCIPLINES:

I have been fortunate to have two very exciting and resourceful colleagues with whom to work. Last year, my teammate and I

developed a series of activities centered around geography and writing. We based these activities on the reading of DAVID COPPERFIELD in his class and the study of "The Age of Industrialization" in mine. Our intent was to have students, through discussions and writings, understand the relationship between the political, social and industrial abuses in Great Britain, and those abuses occurring in the United States during our industrial period.

One of the most enjoyable as well as successful activities for this unit was involving students in the writing of acrostics.

SEE: APPENDIX J

This year, my teammate and I are developing a common instructional language and writing process to be used across the two disciplines.

SEE: APPENDIX K

We have taken a common time period --- the late nineteenth century --- alias "The Gilded Age." The vehicle used in the English class was the play Life with Father. In Social Studies, I followed with "The Emergence of Modern America," focusing on the political and social events of the time.

Our culminating activity for this time period is four, five to six page newspapers, one for each class. The papers are fashioned after The New York Times for the years 1904, 1906 and The World for 1900 and 1902. In my classes, students were responsible for brainstorming as to what to include in each newspaper, the research (with much assistance from our school librarians), the note-taking, the outline, the typing using the word processor and the layout of

the newspaper. Drafting the articles, writing, editing and proofing took place in the English class.

With this newpaper project, I required students to log their research activities in their journals. I will continue this logging technique when the students work on their independent research projects.

SEE: APPENDIX L

As educators, we can all agree with the findings of prominent individuals in the field of writing, that, writing and content are inseparable, that writing is thinking, that writing is a mode of learning and that writing is without question a most powerful teaching tool. In addtion to these findings, I hope that I can add the proof of my initial premise --- Writing is fun!

APPENDIX A

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JOURNAL WRITING*

WHEN	WHY
BEGINNING OF CLASS	1. FREE WRITE "LETS OFF STEAM" 2. CHECK ON CURRENT EVENTS 3. REVIEW PREVIOUS LESSON
MIDDLE OF CLASS	1. FEEDBACK 2. CHANGE PACE OF THE CLASS 3. MOVE STUDENTS INTO AN ACTIVE ROLE
END OF CLASS	1. FEEDBACK 2. RESPONSE TO A CLASS DISCUSSION 3. EVALUATION OF: THE STUDENT MY LESSON
START OF THE UNIT	1. DETERMINE STUDENT'S KNOWLEDGE 2. SPARK INTEREST
END OF THE UNIT	1. VALIDATE UNIT OBJECTIVES 2. ASSESS UNDERSTANDINGS
ASSIGNMENT	1. SUMMARIZE 2. ANALYZE A PROBLEM/DILEMMA 3. RESPONSE TO CLASS DISCUSSION
PEER EDITING/SHARING	1. TO HELP OTHERS BY ADDING/ DELETING INFORMATION 2. TO ACTIVELY INVOLVE ALL STUDENTS 3. TO LEARN FROM OTHERS

*ADAPTED FROM TOBY FULWEILER

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USE STUDENT JOURNALS BECAUSE:

1. I NEED NOT COMMENT ON ALL WRITINGS - ALTHOUGH I DO READ ALL ENTRIES.

2. ALL WRITING IS"HOUSED"IN ONE PLACE.

3. WRITING CAN AND DOES OCCUR ANYTIME DURING THE CLASS PERIOD.

4. WRITING IS IMMEDIATE - FEEDBACK FOR ME TO DETERMINE WHERE EACH STUDENT STANDS IN REGARD TO CURRENT SUBJECT MATTER.

5. JOURNALS CAN BE AND ARE SEEDBEDS FOR IDEAS.

6. STUDENTS BEGIN TO THINK "ON" PAPER.

7. JOURNALS HELP A "BLOCKED" WRITER.

8. OFTEN, THE JOURNAL WRITING WILL HELP STUDENTS TO CLARIFY THEIR THINKING.

11/27/84

Explain: "All animals are =, but some are more = than others."

#26

① Pigs are equal — Poor, pigs are the same animals.
② Boxer worked the most. — Good,
③ Major was wiser than the rest. — Poor.
④ Different sexes — Poor
⑤ Napoleon was more tricky than the others.

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11/21/94

What is the significance of the drawing resemblance of the pigs to humans

#27

1. power	1) What kind of power
2. authority	2) good
3. leadership	3) good
4. Hitler	4) How is it like him
5. Napolean	5) ?
6. Education	6) good, how did it affect the pigs or animals
7. classes	7) good
8. changed laws	8) good
9. Bill of rights	9) ?
10. constitution	10) ?
11.	

What evidence is there to prove 11/27
that Animal Farm is not a classless
society.

#1

1. pigs eating more food 1. Yes
2. Napolean taking over leadership 2. Yes, but "taking over" farming pattern
3. Drinking milk (pigs) 3. use to back
4. Pigs sleep in bed 4. Yes
5. ~~[illegible]~~
5. other animals work hard 5. Yes
6. All power to Pigs 6. Yes
7. pigs never work 7. use with - Yes
8. Napolean eating marmalade 8. use to back
9. dogs took control over animals 9. Yes
10. Pigs would kill animals 10. Yes

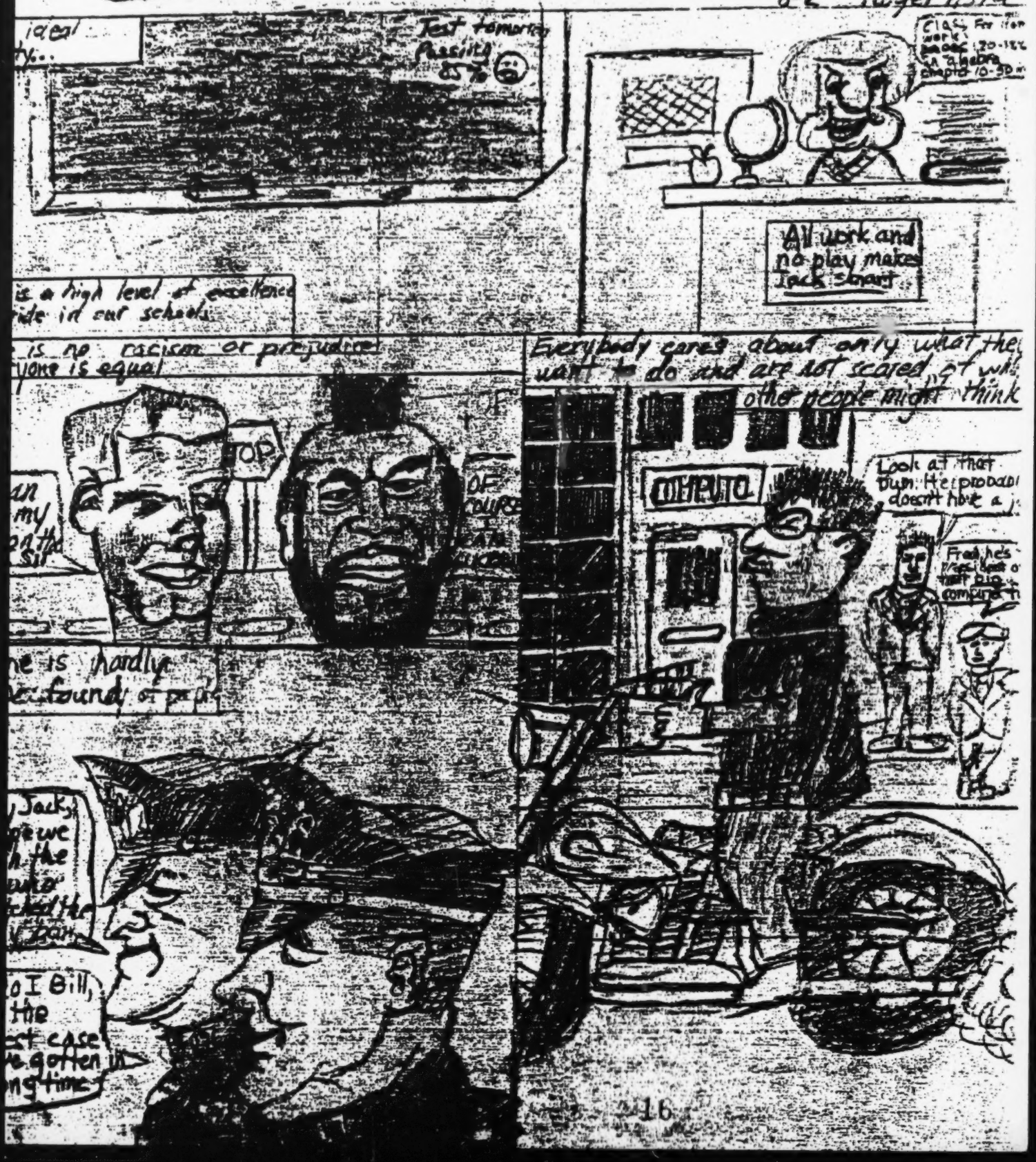
11/27

What evidence is there to prove that Animal Farm is not a classless society

1. pigs got more food 1) good
2. pigs got the house 2) good
3. all other animals worked except pigs 3) good
4. the classes were first pigs, then rest of animals. 4) good
5. Boss worked for the govt and also had privileges. 5) They never showed the dogs getting privileges.
6. Birds had wings and not 4 legs. 6) good

THE IDEAL SOCIETY

8-2 Roger Hsia


Test tomorrow
Passing 85%
All work and no play makes Jack a dull boy
Everybody cares about only what they want to do and are not scared of what other people might think
COMPUTER
Look at that bum. He probably doesn't have a job
Fred he's never been to MIT and he's a computer

Hospital care is free for the poor and less fortunate
Now I know why its free,
I am Hieda, how about you young one?
Who, me. Oh, I worship Michea Jackso God
THE END

ANIMAL FARM

Who would think an animal farm
An animal farm so quiet and meek
Who would think an animal farm
Who would think that they would live,
shape and form
A government they called animal farm.

Animal farm, animal farm
Truly amazing that animal farm
Animal farm, it sounds unreal
A government made by animals that
work in the fields.

They did real well, so they say
Until it became Snowball's day.

The days became longer and harder with
Napoleon as ruler
He worked them from sunrise to sunset.
He was like no other.

He changed all the rules which were made with ca
And because of that he was despised
by every animal there.
The government was corrupt
The amount of work was highly unfair
They wanted to speak out but they would
not dare.

The Communists and Napoleon were both the same
And I hope that you will learn that govern-
ment is no game.

What is golding's message in Lord of the Flies #18

1. Evil wins

2. If you don't stick to the rules you have anarchy

3. You can only have one leader.

4. Power corrupts

5

(1.) False, because that isn't the message. The message is that evil can win because power corrupts (2.) True, but you will have anarchy also if you stick to the rules and the rules are bad. Good message though! (3.) False, but you can only have one form of government, you can't have two governments that rule the same people. (4) Good! That's the best message!

12/7

What is Golding's message in Lord of the Flies?

#14

1. Power corrupts
2. Everyone is equal.
3. Everyone has the right to be heard.
4. There is bad in all of us.
5. Some people don't have the strength to fight back.
6. Rather than to kill, it's better to discuss it first.
7. No society is classless.
8. But some are more equal than others.
9. You should not judge people just from the way they look.

1. That's very true.
2. That's true too - Jack
3. Everyone has the right to be heard. but some people have much more equal than others
4. Not exactly. Piggy speaks but the others don't pay much attention to him.
4. Yes, some more and some less.
5. That's true. Simon... one of those people
6. Discussing things out is much better than to make nasty decisions
7. That's also true in Animal Farm
8. Yes. Jack acts that way towards Piggy. Piggy was fat and just thought of as a dumb stupid because of that.

12/7

What is Golding's message in Lord of the Flies

#23

1. people turning into savages
2. tranquility turning into savage sounds
3. Believed there was a beasty
4. Power corrupts
5. Roger killing poor Piggy
6. Kills Simon
7. Jack stealing Piggy's specs
8. survival and being rescued.
9. Lost of personalization
10. Lost of speech.

1. That shows the change. (yes)
2. What does that mean? How did they change?
3. That shows a difference from the time when they came until the time they were savages (other imagined)
4. That tells about leadership.
5. What is the message from Golding?
6.
7.
8. I think that is right I agree
9.
10. That probably show of how they have changed

21

December 7, 1964 (29)

What is golding's message in
Lord of the Flies.

1) Society is not at fault
2) it is humanity's fault
3) Government is important
4) Society plays a major role in what people do
5) organization is important
6) that Jim should do things in order of importance
7) a will to live - is important

truest who is??
okay I don't understand this word
okay but how??

not exactly (context) [illegible]
that is how important

okay that statement is mostly true and you must have learned this from Ralph's will to live and determination to

12/7

The message of Lord of the Flies was that the faults in society are the faults of people as individuals. Lord of the Flies shows how four boys tried to lead a group and how and why the were sucessful, or were not sucessful.

~~I think~~ Jack was the best leader, but for the wrong reasons. He was aggresive and ~~almost~~ warlike. He wanted to go out and ~~fight and~~ hunt. The choir boys went along with him because they wanted the excitement and to have fun. Piggy was the best at reasoning. He did not succeed as a leader because he depended on people. He was the most organized though. The first thing he did was take

down names, while the first thing Ralph did was go swimming. Ralph, I thought, could have been the best leader, if he was organized, like Piggy. He was thoughtful and cautious, unlike Jack who didn't care about anyone. The choir boys did not follow him because he wanted them to be patient. Simone was the quietest. He was a loner. He seemed to be the most thoughtful. I thought he could have the best ideas but he couldn't speak in front of the other boys. He was killed because we didn't feel the same as the other boys. He was the only one who didn't believe there was a beast. All the boys could have been good leaders if they all worked together.

The faults of all these boys & where the faults

of the whole group. If they 4 boys had worked together they would have had a good government. They could have been thoughtful, serious, reasonable and still hurt. Instead they had a mobocracy which led them to kill. (to government)

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cial Studies 8-1

MUCKRAKERS 1985

Political Prisoners in Own Country

U.S. Support of the Middle East

Central America/Russian Infiltration

Electoral College - Pro or Con

Apartheid

Crime

Capital Punishment - Pro or Con

Abortion

Nuclear Weapons

Terrorism

Media Reporting

Drugs

Drinking Age

Driving Age

Right to Die

The U.S. Budget Deficit

Sports - Salaries

Care of the Elderly

Length of the School Day

Prayer in School

JH

16

Lunch Programs at JHS 2/13/85

1. There should be hot lunches.
2.

Abortion

1. I think that it is the mother's decision because if they have to. they have to.
2. It takes the baby's life away, a baby that can't see the outside or hear or anything in the outside world.
3. I think if it would be best to not to have an

? be more specific, all and you mean but emphasize thought

Very good, I like that but I would stick to one opinion, 1. and 2. are to different sides of the leaf

abortion. I think
the mother should
give birth then
put up for an
adoption.

adoption clinics need babies, good

4. I think the
mother shouldn't
take the life
of a baby to
learn everything.

to learn? I'm sorry but I don't understand. you think the mother should take the life of a baby?

✓

other topics to debate or ask:

pro	con
the baby isn't really a living person, it's just a bunch of braided cells	

drinking age 2/13/85

I think the drinking age should be lowered

#19

1. If you are old enough to go to war you should be old enough to drink

2. Most countries do not have this law

3. Most countries that do not have laws do not have a problem with drunk driving.

4. It is also said that when you have the right to do something and you can do it whoever you want, you don't do it so often,

1. How old are you suppose to be to go to war? Do you think lowering the drinking age will decrease the drunk driving?

2. Do they have as much drunk driving accidents that the U.S. have?

3. "Most countries," - that's to open a statement - get some facts about these countries.

4. That is true in some ways and not in other ways. It depends on your feelings.

(18) 2.1.3

Capital Punishment

I am for it

1. Because a life should be repayed with a life.
2. Because some ~~m~~murderers get out of jail before their life term is up.
3. Any murderer should think twice before killing somebody.
4. A family of the victim should feel that justice has been done
5. There is an overcrowding of jails
6.

1. I agree, but how can a govt. say that you can't murder if the govt. itself murders.
2. I still agree, but you have to give someone a second chance, no matter how bad or disgusting the crime may be.
3. Exactly! If a person will kill, maybe they will not do it if they know that they themselves will die for it! I agree wholeheartedly!
4. Right!
5. That is true but it shouldn't be a reason. How can you tell a guy that he's going to die because they can't fit him in a jail. Good Ideas though!

2/14/85

11

2/13

Transplants

Year 2100- a man has a stroke, his brain is immediately replaced by an artificial one. Is he still human?

Explain what you really mean if he is still human. Will his artificial brain release his memory?

A person should be given the right to die- not be replace w/ artificial parts.

Just maybe they want to live + do what they want to do that they didn't do.

Is taking an animal's life to save a human life really right?

Sure its great that medical advancement can do all these things, but is it right?

Maybe it is getting too far.

what if they can give brain trans- plants someday, what will people be like?

Explain what they will be like. Like they probably be like a robot in the brain.

✓

2/13

Defense Spending (against)

2/14 9

1. We have enough already to blow up the world
2. Money could be used for social programs
3. If we didn't spend so much on Defense we would not have a huge deficit and these programs would be getting more money
4. It will hamper our peace negotiations ← how?
   with Russia
5. No money should be spent on it before it researched as much ← what has been made is researched

I agree with what you think. But think of this - Without these weapons we will lose some of our authority on other countries, not that the weapons we have now aren't sufficient.

← How much money is needed for other programs

APPENDIX I

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IMMIGRATION

Revised Writing Assignments

STI
Writing Across the Curriculum

I. Introduction: Journal Writing
Describe an experience in which you felt like "a stranger in a foreign land."

2. The Dream: Journal Writing
You are a thirteen year old leaving your native land for the promise of America. Describe your feelings.

3. The Dream/The Reality: Journal Writing
You have just landed on Ellis Island after a two week sea journey. Your father, who came to America a year ago, is to meet you, your mother and three younger siblings. Describe your feelings/

4. The Reality: Journal Writing
You have been in the United States for one year. Write a letter to your best friend in your native land describing your feelings.

5. You Are A Muckraker: Journal Writing
Write an article for THE NEW YORK TIMES exposing conditions in a sweatshop such as the one described by Sadie Frowne.

6. Dimitri's Dilemma: Journal Writing
If the year had been 1985 instead of 1907, would Dimitri have a dilemma? Why?

7. You Are: an employer
a labor union supervisor
a thirteen year old school dropout
a parent
a school principal
Select one role.
Do you thing that it is the government's responsibility to restrict young people's employment? Why?

APPENDIX I

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8. The United States should/should not further restrict immigration.

Write from any one of the following frames of reference:

as a Vietnamese
as an early 20th century immigrant
as a current Detroit auto worker
as President of the United States
as a current Miami, Florida resident
as a person waiting to enter the U.S. via Canada

Acrostics
Social Studies 8-2

Joan [illegible]
1/16/85

CAPABLE MEN WHO WERE
ABLE AND AMBITIOUS
PEOPLE WHO SEEMED
TOUGH BECAUSE THEY WERE
AGGRESSIVE WHEN IT CAME TO
INDUSTRY AND THEY
NEVER
STOPPED GETTING RICH

OVERALL THEY SEEM QUITE
FOND OF MONEY

INDEED THEY
NEVER FORGOT THAT THEY WERE STRONG AND THUS THEY WERE
DELIGHTED WITH THEIR PROGRESS
UNTIL THERE WOULD COME A DAY THAT THEY WOULD
STOP AND
THEY WOULD
RETIRE AND
YIELD TO THE MORE POWERFULL

Acrostics
Social Studies

Jenny
1/15/85

1. Some workers
Actially
Brake machinery in
Order
To
Attack and
Get back at
Employers

2. United
Networks
Interested in expanding
Opportunities for
New jobs

3. Lots of
Opportunities were
Concealed because employers
Knew which people were
On the labor
Union
Team

Acrostics
Social Studies 8-1

Hyung
1/15/85

Stoppage of work
To improve working conditions and voice their
Rage on
Ill-famed bosses who were
Knavish and had no
Emphathy for the workers

Unification of workers
Needing better conditions, and
In an effort to be
Organized and to be
Noticed

Centers of
Industry and
Trade having
Immense populations with different
Ethnic groups and
Social problems

Acrostics
Social Studies 8-3

Mary Ann
1/7/85

APPENDIX J

S corrs of people
H oping for
A good harvest
R eaping little than
E nough money from
G rops to
R eturn their profits to
O wners who give a
P iece of land
P lus tools and lodging
E xcept no guarantee
R ich in SHARECROPPING

Acrostics
Social Studies 8-3

Julie
January, 1985

partnership
P eople in an
A ssociation or firm who
R isk profits or losses
T hrough business.
N umbering two or more,
E qual in their
R elationship.
S haring in business
H owever if one partner dies
I t can still continue as opposed to a

Acrostics
SS 8-2

Emily
January 15, 1985

1. Satisfied, we're not
Take a stand, we will
Risk a fight
In hope of influencing
Key issues, say unhappy
Employees

2. Shares sold
To
Outsiders help a
Company
Keep
Solvent

3 Business men
Overly concerned with profits, seem to have everyth
Yet, in the ranks is growing
Concern, dissatisfied employees try to gain their
Objectives by
Taking a stand
To improve working conditions

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APPENDIX K

GUIDELINES FOR WRITING*

I. PRE-WRITING:

A. Select your topic by:
   1. Brainstorming
   2. Reading
   3. Asking questions
B. List key words and/or phrases from the information gained as a result of your brainstorming, reading and questions.
C. Finalize your topic.

II. DRAFTING:

A. Free write your ideas into a rough draft.
B. Share your draft with a peer/ teacher/ parent.
C. Incorporate any new ideas/suggestions into your writing.
D. Always keep sight of the purpose of your writing.
E. Keep your audience in mind.
F. Change the order/sequence of your ideas if it gives more clarity to your writing.

III. REVISING:

A. Reread your draft.
B. Rewrite and rearrange sections whenever necessary to add clarity and order.
C. Check to determine if your lead sentence clearly expresses the main idea of the paragraph.
D. Check to determine if there are sufficient facts/ evidences to support your lead sentence.
E. Eliminate any nonpertinent information.
F. Complete the final draft.

IV. PROOFING:

A. Check:
   1. Spelling
   2. Grammar
   3. Mechanics
B. Vary the length of the sentences for smoothness.
C. Rewrite your final draft neatly.

*ADAPTED FROM ED. 12;600 Mr. WR PROCESS-1

3/1

On Monday my social class and I went to the library and Mrs. Davis spoke with us and told us about a wide range of books that we would need for the newspaper articles while we wrote them down. Yesterday we went to the library and I found a whole book devoted advertising. Yesterday night I looked through 2 - 3 volumes of my encyclopedia and found 2 worthwhile women to write about. Oh, and on Wed, there was a book with a number of great ladies during that time, but there was little info on each of them.

3/4 On Sat. Anemone and I went to the library for 3½ hours. We used the microfilm to find the weather, obituaries, folders, book reviews & copied (made prints) of

ads. Then I got two books on Ethel Barrymore for Women in the News.

2/6 Yesterday I wrote my rough draft of the article of Women in the News. Before that I read more about Ethel Barrymore from the biography. and I gathered more material.

2/7 Yesterday I worked on getting the ads squared away. I cut the important stuff out like the name of the company but left out the actual print of the product.

2/8 Yesterday I added to my first draft of Women In the News. I described how it wasn't the best time of her life because her father died during the play that she was playing.

3/11 Saturday night I typed up the Women in the News article on my computer. I also changed the title because of additions to the article

1/1 At first I thought I was doing disasters, but then I found out that I was doing National and International news of 1904. In Mr. Kenimer's class we discussed how to use key words and phrases in a title. We also learned to make an article from key words.

In social studies and the library I decided to do France's 1904 treaty of peace with England. That was for international. For national I am doing Roosevelt's election and Taft's becoming Secretary of War.

1/4 On Friday and over the weekend I looked in Encyclopedias. I found that England and France had had alot of disputes before 1904. That year they settled all their colony

3/11 Over the weekend I typed my final articles. I set the margins of my word processor to apx. 2¼ inches and typed it. I took the print out and handed it in, today, Monday.

2/23 Went to the library and Miss Lewis showed me some books that could be helpful

3/1 Tried to find a book containing information in finance / business. Started to read some in the books.

3/4 Took some notes after looking through books. Found a book which could help me find more information to add to my list of notes.

3/6. Talked over about the articles with the groups to see who was going to do what.

3/5 Worked on organizing the notes and looked over what tariff was and how it effected the business.

3/7 Went to the Scarsdale Public Library. Used the Micro-Film to see how they formed the newspaper and where the financial articles were placed. Looked at some of the article on finance and stocks.

1/25/85 Mrs. Louis gave a book list.

1/26/85 we made a list of events

1/28/85 we chose our topics. Classified ads, fashion, book reviews. We went to the library and worked on our topics

2/1/85 we are going to the library to work on our topics. I have finished parts of the classified ads. I need to find <u>The Shame of the Cities</u>

2/4/85 We are going to the library today I have found a list of books published around that time.

2/6/85 Yesterday we went to the library and I found a book of paper dolls from the 1800's It is very helpful and Nicole said she would copy it so we could print it in the newspaper. I had English just before this and I "finished", my rough draft on fashion article. It needs